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ABSTRACT

A study was conducted to determine the impact of private, nonpublic education on the education of industrial teachers. To collect data, questionnaires were sent to industrial teacher educators in 252 institutions of higher education. Responses were received from 99 persons who had some educational experience in private programs. (Almost 99 percent of the respondents' educational experience was in both private and public institutions.) From the data gathered, the following conclusions were drawn, among others: (1) private education continues to be a meaningful component of the American educational system, and industrial education programs are a meaningful component of private education; (2) the quality of education in private institutions is comparable to or better than that of public institutions; (3) there is much interest in industrial education at private institutions; (4) the curriculum of private institutions is similar to that of public institutions; and (5) in recent years, private educational and industrial/business institutions have been offering more special programs for the teacher educator. The study suggested that additional research be conducted with public and private school teachers, and teachers in special educational programs of business, industry, and the military. (KC)

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THE IMPACT OF PRIVATE, NONPUBLIC EDUCATION ON THE FIELD OF INDUSTRIAL TEACHER EDUCATION

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THE IMPACT OF PRIVATE, NONPUBLIC EDUCATION ON THE FIELD OF INDUSTRIAL TEACHER EDUCATION

AMERICAN VOCATIONAL ASSOCIATION
ATLANTA GEORGIA
DECEMBER 10, 1985

Introduction

Private schools have always been a very meaningful component of the American Educational System. This has been true since the beginning of our country. The earliest form of education in America was of a private nature. This continued to be the case after the constitution was ratified.

The impact of private education in America was to be expected since the American political and educational development was influenced directly by our European forefathers. The earliest goal of education in Europe, was to enable people to "establish opinions, understand science, and obtain wisdom."

Even though European universities were liberal arts in nature, many of these universities began to incorporate the sciences into their curriculum during the 19th century. Engineering-type subjects were introduced during the 1860's. The concept of a liberal arts, nonservile education was not truly considered to be educational. It was deduced that practical subjects, which utilize bodily labor or employed the mechanics of science, required the use of the mind, as well as the use of the body. The definition of the term liberal arts began to include concepts of both general and specific studies.

Private Education in America

The earliest forms of education in our country was closely aligned with religion. This is even true in many cases today, although not as often as in the past. The acceptance of religion as a major curriculum area, dates back to the development of the earliest forms of liberal arts. The term "liberal arts," is derived from the latin term "liber" meaning, "to free." The philosophy of liberal arts continues to provide individual freedom of expression, as well as the traditional freedoms from ignorance, financial worry, serfdom, and political expression. These are still valid educational objectives of education for our society today.

Expansion of Public Education

Until 1850, there was a greater enrollment in nonpublic schools, than in the public schools. However, by 1900, most states had compulsory elementary education laws. This lead to a tremondous growth in educational institutions throughout America. Although most of this growth was at the elementary level of education, the secondary schools, as well as post secondary institutions also began to increase.

Changes of an educational nature occur because of a public concern. Public concern about the education of the children has been one of the greatest assets of American citizens. This concern has been instrumental in causing our nation to become the major industrial nation in the world. During the 20th century, a partnership between both private and public education evolved to serve the educational needs of our modern industrial society.

A Unique Partnership

The 20th century has seen the evolution of a partnership between the traditional philosophy of liberal arts education and practical arts education. Education of an industrial nature, provides knowledge for "learning to live" (occupational skill), or knowledge for "learning for life" (general skills). A merging of these educational goals can meet the societal needs of both general and occupational knowledge. The individual student determines the final utilization of this knowledge. Such a partnership program of education can satisfy both major goals of our society, and can be either public or nonpublic in nature. This trend has become common during the past half of the 20th century.

Education for Our Society

Modern education in our society is no longer limited to the realm of public education. Many concepts that were previously taught in the home or church or school are now taught in the school, on the job, or by community-centered programs. Even some government institutions, industrial and business organizations are now involved in educational interprises.

Individual educational programs in America have been allowed to interpret and define what constitutes a proper "program of education." The improper separation of liberal and practical, mental and physical education disappeared during the late 1800's. During the 20th century many societal institutions, both public and private, have developed specialized curriculums to meet the demands of their society (their constituency).

Our society is shouting for people who know "how to do it," and "do it now." However, raw experience is not enough; uneducated experience cannot educate. The true liberal arts educate experience through the exploration and examination of the world.

"Means of Learning"

The history of the continued success of America lies in her school system. Since the earliest times, it has been recognized that our schools provide for the future of our nation. In 1787, the U.S. Congress passed the Northwest ordinance. It was passed again in 1789. This congressional act stated that, "...religion, morality, and knowledge being necessary to good government and the happiness of mankind; be it ordained that schools and the means of learning shall forever be encouraged."

This statement continues to be true today. "Schools" and the "means of learning" continue to be the foundation of our society. It is my contention that the continued success of this national goal depends on the teacher.

I would define the teacher as a teacher educator, a classroom teacher, an industrial supervisor, an on-the-job trainer, or a self-instructed individual. Similar definitions would be appropriate. In my opinion, the teacher educator probably has the greatest influence on our society. The educator is influencing future graduates who will determine the direction of American business and industries; people that will literally shape the future of our nation; industrialists and technologists who will lead our societal evolution from an industrial society to a technological society. Therefore, because of my personal interest in nonpublic education and as a teacher educator, the purpose of this presentation is to investigate the impact of private, nonpublic education on the field of industrial teacher education.

JD:hdh

RETURNS

ITE DIRECTORY: 252 Institutions 2665 Teachers

Positive Returns: 128 Negative Returns: 203

Elementary Schools.	12
Junior High/Middle Schools. . .	6
High Schools.	12
Associate Degrees	13
Baccalaureate Degrees	48
Graduate Degrees.	27
Continuing Education Units. . .	10

EDUCATIONAL INSTITUTIONS ATTENDED

Elementary	12	Years Enrolled		65	Average	5.5
JHS/Middle	6	"	"	17	"	2.8
* High School	12	"	"	32.5	"	3.0
# Jr. College	13	"	"	16.5	"	1.6
Col./Univ.	48	"	"	146.5	"	3.1
+ Grad. Sch.	27	"	"	45.3	"	2.1
** C.E.U.	10	"	"	.3	"	.03

* Incomplete Data. Based on 11 Respondents.

\# Incomplete Data. Based on 11 Respondents.

\+ Incomplete Data. Based on 22 Respondents.

** Incomplete Data. Based on 9 Respondents.

COMPARISON RATING OF PRIVATE INSTITUTIONS WITH PUBLIC INSTITUTIONS:

Superior	6
Above Average	29
Comparable	55
Below Average	7
Much Below Average	0
Total	97

COMMENTS:

No Comparison.

Excellent teachers.

Institution was objective, oriented and meaningful.

It cannot keep pace with public institutions.

Lacked some modern equipment but had much open lab opportunities.

Much personalized instruction.

"SPE" Specialists were excellent.

It "Hit the target".

Technical level was comparable.

Technical training was comparable.

Technical training was above average.

Program no longer exists, but in the past it was very good.

Philosophical instruction was supurb.

In the past, it was a good program; now it has weakened considerably.

My assessment may be somewhat subjective.

My college experience was too fast and very disjointed.

Higher standards are expected of students.

Teachers were interested in us.

We made the best of what we had.

Technically, a bit deficient.

INDUSTRIAL SUBJECTS OFFERED AT PRIVATE INSTITUTIONS

Rank	Subject	No. of Institutions Offering Subject	No. Enrolled
1	Drafting	55	22
2	Metal Technology	49	19
3	Wood Technology	45	18
3	Electricity/Electronics	45	14
5	Automotive Technology	34	9
5	Graphic Arts	34	11
7	Power Mechanics	27	8
8	Plastics	23	8
9	Construction Technology	21	4
10	Photography	18	4
10	Manufacturing Technology	18	8
12	Computer Technology	16	3
13	Upholstery	14	3
14	Power Systems	12	2
15	Transportation Systems	10	1
16	Energy Systems	8	2
17	Aviation	6	0
18	Telecommunications	5	0
19	Ceramics	4	1
20	Crafts	3	2
21	Engineering	2	1
21	Industrial Education	2	1
21	Welding	2	1
24	Textiles	1	0
24	Management	1	1
24	Robotics	1	1
24	Food Service	1	1
24	Bio-Medical Technology	1	1
24	General Shop	1	1

NOTE: 16 individuals did not participate in Lab. offerings in the private institution.

ATTENDANCE AT WORKSHOPS, C.E.U. PROGRAMS, SHORT COURSES, ETC.

	No Date	Date		Date	
		1985-1980	1979-1970	1969-1960	Before 1959
Public Educational Institutions	3	2		3	2
Private Educational Institutions	4	13	5	7	2
Industrial/Business Concerns	1	6	7	4	1

MORE THAN ONE INSTITUTION?		AT WHAT LEVEL?		HOW LONG?	
One	32	Elementary	1	1 year	8
Two	9	Secondary	16	1-3 Years	30
Three	3	Community/Jr. College	9	4-10 years	19
Four	0	College/University	40	10 years	9
Five	1				

POST-SECONDARY INSTITUTIONS
Where Respondents Taught or Attended

Name	Number
Brigham Young University	21
Abilene Christian University	7
Ohio Northern University	3
Pacific Union College	3
School of the Ozarks	3
Berry College	2
Bethel College	2
Columbia University	2
Freeman Junior College	2
McPherson College	2
New York University	2
Southwestern Adventist College	2
Tuskeegee Institute	2
Adelphi University	1
Andrews University	1
Augustana College	1
Baker College	1
Berea College	1
Bradley University	1
Community College of the Air Force	1
Creighton College	1
Denver Institute of Technology	1
Drake University	1
Fisk University	1
Grove City College	1
Harvard University	1
Hesston College	1
Hofstra University	1
Hope College	1
Houston Baptist College	1
Industrial Education Institute of San Francisco	1
LeHigh University	1
New England Technical College	1
North Mampa College	1
Oklahoma City University	1
Port Hinon College	1
Riverside University	1
St.Mary's College	1
Tri-State College	1
Union College	1
Washington University	1
Wayne State College	1
Westmar University	1

CONCLUSIONS

1. Private education continues to be a meaningful component of the American Educational System. Industrial education programs are a meaningful component of private education.

2. There is limited documentation of specialized industrial education (military, business and industrial, continuing education, etc.).

3. The quality of education in private institutions is comparable to or better than that of public institutions.

4. There is much interest in industrial education at private institutions. Forms were sent to 252 institutions. There were 99 respondents who had some educational experience in private programs. There were 203 requests for the results of the survey.

5. Almost 99% of the respondent's educational experience was in both private and public institutions.

6. The curriculum of private institutions is similar to that of public institutions.

7. The educational background in private education of most respondents was at the college/university level.

8. In recent years, private educational and industrial/business institutions are offering more special programs (workshops, CEU's, short courses, etc.) for the teacher educator.

9. Any natural bias which would be applicable to teacher educators should also be applied to the results of this questionnaire.

10. An additional survey should be conducted of:

    a. Public school teachers.
    b. Private school teachers.
    c. Special educational programs of business, industry, and the military.

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